Hung Yen, 21 February 2024

DETAILED SCHEME

IMPLEMENTING THE COLLABORATION IN EDUCATION WITH

A FOREIGN PARTNER AT BACHELOR LEVEL BETWEEN

BRITISH UNIVERSITY VIETNAM AND STAFFORDSHIRE

UNIVERSITY

I. THE NECESSITY TO OPEN THE PROGRAMME

1. Suitability for local, regional and national human resource development needs

Vietnam is set to become a developed nation with high income by 2045 according to the National Master Plan adopted by the National Assembly at the beginning of 2023. With this objective in mind, it is crucial to look at the faster-than-ever changing technology landscape and contextualize the robust economic growth that the country has had in recent times.

Vietnam's gross domestic product (GDP) has increased for the past five years since 2018 and is expected to continue to do so through 2028. In 2022, Vietnam's real GDP increased by around eight percent compared to the previous year. This resulted in a sustained and further expected increase in domestic spending and investments, including digital marketing. By 2030, annual GDP per capita will stand at approximately $7,500, with the service sector reaching over 50 per cent of the GDP; the industry and construction sector over 40 per cent; and the agriculture, forestry, and fishery sector less than 10 per cent.

This highlights the central role of digital technologies and emphasizes the attractiveness of Vietnam as a popular destination for international investors, with great opportunities for businesses wishing to enter the market. It is an exciting moment for businesses and entrepreneurs in Vietnam, as the growing digital landscape opens new and inventive ways to engage with customers.

To achieve the ambitious objectives in a national context in which governance policies aim at reinforcing effective growth strategies for the country's main cities, organizations based in the country should prepare their workforce for the digital world. In the 2022 Global Talent Competitiveness Index,

Vietnam's was rated 82 out of 133 for the global knowledge of digital skills. With Gen-Z and Millennials making up for more than 45% of the country's population, the contribution of higher-education institutions to the improvement in this context becomes vital, and the Digital and Social Media Marketing programme responds to this societal need as an integral part of the University's role in developing the workforce of the future.

2. Suitability for the human resource needs for industries

Digital technologies and, specifically, digital marketing and social media related ones, are the fulcrum of the impressive development of the service industry in Vietnam in the recent years. An impressive 71% of Vietnamese citizens are actively using social media and are spending an average of 6.5 hours per day on the internet. Looking at consumer behavior, 46.3% of individuals visiting brands' websites research about products and services before making online purchases. The digital content you create and distribute is becoming increasingly important. The main channels for their research are social media platforms, like Facebook or YouTube (for 81% of the users in the country). Important also the emergence of messaging apps (like Zalo) as a key digital marketing platforms in Vietnam, which highlights the rise of mobile marketing initiatives.

With an environment so full of possibilities, it is an increasingly strategic choice for organizations to aim at the creation of campaigns that use the power and the resources of digital marketing. Even more so after the pandemic which heavily affected the way people shop and the way businesses must organize their online presence and activities. Organizations must strategize their marketing efforts by attracting human resources with competencies in channel and tools integration, data collection and analysis, customer experience. As the face of Marketing has changed with technology, so are the skills required to effectively work in the marketing industry nowadays. With the forecasted growth of investments in the field, Vietnamese workforce must be ready to witness a significant evolution with in which the emphasis will be put on digital skills.

The programme of Digital and Social Media Marketing will help students develop competitive profiles for the current and future job market, with the support of marketing theory and a well-balanced mix of academic and extra-curricular industry-oriented activities aimed at the acquisition of understanding and mastery of digital marketing techniques, practices, and tools.

3. Suitability for the university's missions & development strategy

BUV's mission is to develop highly employable graduates who are first and foremost good human beings with an ethic of kindness and caring. Graduates will also be cross-disciplinary in skills and language; innovative, imaginative, respectfully confident; and committed to continuous learning and development. BUV expects all its staff, students, and stakeholders to be courteous and care about the wellbeing of other people; to respect their environment; and be socially and culturally inclusive.

In short, BUV is committed to the bilateral relations between Vietnam and the UK and will continue to turn young Vietnamese students into talented and respectful adults that are confident and caring, but most importantly they are prepared to lead the way and thrive in a challenging and exciting future in which the jobs and roles they will play are yet to be invented.

II. INTRODUCTION OF PARTICIPATING PARTIES

1. Overview of participating parties' background.

British University Vietnam (BUV) was established in accordance with Decision No. 1428/QD-TTg dated 09 September 2009. Since its establishment, British University Vietnam has been implementing the educational philosophy and method of the UK education system, while ensuring the training programmes are appropriate for Vietnamese students. All training programmes are provided by internationally qualified faculties, along with academic support for students towards the purpose of personal and professional development for students.

The Staffordshire University (SU) is ranked as one of the top universities in the United Kingdom by the Times Higher Education. Staffordshire University has a reputation for being progressive and forward thinking and is among the top choices for overseas students pursuing business studies at university level. The University has invested heavily in ensuring that's its programmes are innovative, flexible, and professionally relevant and prepares graduates for success in their chosen career. It aims to be a leading university for digital technologies building on its proud computing heritage and its strengths in computer games. There are more than 20,000 people studying Staffordshire University degrees overseas.

2. Collaboration process between the parties.

Staffordshire University has been one of the collaborative partners in education of British University Vietnam since 2010. The collaboration between British University Vietnam and Staffordshire University presents opportunities to be exposed to advanced and long-established UK higher education degree programmes of international quality and direct employment relevance for Vietnamese students and

international students learning in Vietnam. The benefits to be gained from this collaboration encompass the vision and strategic objectives of British University Vietnam as part of a determined effort to meet the twin demands of academic quality and contemporary studies in Vietnam, and it thus complements the clearly stated wishes of the Government of Vietnam to both upgrade and to internationally benchmark the quality standards within Vietnamese universities.

The inauguration of British University Vietnam as the first British University to be opened in Vietnam is an important and complementary part of the spectrum of engagement between Vietnamese and UK Higher Education. This was reviewed between Former Deputy Prime Minister Nguyen Thien Nhan; Minister of Education and Training Pham Vu Luan, with the Former British Ambassador Mark Kent and British Council Director Robin Rickard on the 15th April 2010 meeting.

In addition, COVID-19 has illustrated the demand and need for provision of international programmes taught in Vietnam with travel difficulties as well as reticence to learn in the country where the pandemic has been controlled.

3. Accreditation of participating parties
Both British University Vietnam and Staffordshire University are legally established and accredited.

Staffordshire University
Staffordshire University is a higher education corporation under the provisions of the Education Reform Act 1988. In exercise of the powers conferred upon it by section 125 of this Act the Board of Governors has made Articles of Government in accordance with which the University shall be conducted. These Articles together with an Instrument of Government in regard to the operation of the Board were approved by the Board of Governors at its meeting held on 24 June 1992 and by the Privy Council on 5 March 1993. Its main campuses are based in the city of Stoke-on-Trent, Stafford, and London.

The University has a Board of Governors made up of 15 members. Its responsibilities are set out in the Instrument of Government. In summary, the Board is responsible for overseeing the strategic development of the University and for the effective and efficient use of resources.

General issues relating to the research, scholarship, teaching, and courses at the University, including criteria for the admission of students, are the responsibility of the Academic Board. It acts in an advisory capacity on such academic matters that may be referred to, or by, the Board of Governors.

* Frame Principles for Opening Collaborative programme – Digital and Social Media Marketing with Staffordshire University

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All Staffordshire University courses must meet appropriate academic standards, provide current and coherent curricula, and offer a high-quality student learning experience. In order to achieve this all-new courses, whether to be delivered on-campus or at a collaborative partner, are subject to the University's course approval policy and procedure. The course approval process encompasses strategic and quality approval of courses.

Accredited by the Association of Chartered Certified Accountants (ACCA) for the purpose of exemptions from some professional examinations. Founded in 1904, the Association of Chartered Certified Accountants is the global professional accounting body offering the Chartered Certified Accountant qualification. It has 240,952 members and 541,930 future members worldwide.

Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route. The Chartered Institute of Management Accountants is a global professional management accounting body based in the UK. CIMA offers training and qualification in management accountancy and related subjects. It is focused on accountants working in industry and provides ongoing support and training for members.

British University Vietnam

Following our success in securing the internationally recognised QS 5-star quality rating in 2022, BUV has been quality reviewed during 17- 19 October 2022 before being granted with university-wide accreditation from the Higher Education Quality Assurance Agency (QAA) for period 12/12/2022 – 11/12/2027.

The British University Vietnam (BUV) has become the first university in Vietnam to be awarded global quality accreditation by QAA after successfully completing its International Quality Review (IQR). IQR is a rigorous process which benchmarks global higher education institutions against international quality assurance standards set out in Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The review was performed between 17 and 19 October 2022 by three independent reviewers appointed by QAA who found that BUV had met all the 10 ESG Standards and Guidelines. As part of the review, QAA identified the following areas of good practice at BUV:

- Significant employer engagement and connections with civic society are actively facilitated by all internal stakeholders, including students. It is fundamental to enabling BUV to deliver its mission.
- Opportunities and support for students in preparing for, identifying, and participating in work placements and internships, as formal components of programmes and as extracurricular activities, greatly enhances job readiness and employability.
- Certified and comprehensive Personal Development Programme of activities and modules that enhance students' broader knowledge and personal development, help to define graduate attributes.

BUV has now set new records in Vietnam and the international education sector including:
- The first and only university in Vietnam awarded QAA university-wide accreditation.
- Being one of only 22 universities outside the UK to achieve QAA university-wide accreditation.
- The first university in the ASEAN region to be granted QAA university-wide accreditation.

Sharing his appraisal and congratulations with BUV, Mr. Chris Bland, QAA's Head of Accreditation and Consultancy, said: 'It is with great pleasure we announce that the British University Vietnam has successfully completed our International Quality Review. It is to their credit that they become the first university in Vietnam to achieve this recognition. I hope this is the beginning of a deep relationship with BUV and that we can work together on other activities. BUV's IQR accreditation will be valid for five years and subject to a satisfactory mid-cycle review in 2025.

In addition, training programmes will be reviewed, assessed, and revised regularly to make timely amendments and improvements. We will ensure that the assessment and appraisal of the training programme align with both the regulations of the Ministry of Education (as per Circular 17/2021/TT-BGDĐT) and the BUV Academic Monitoring Policy and Procedure (accredited by QAA on 08 February 2023). The academic monitoring process used in BUV includes Module Monitoring Reports (MMRs), Programme Monitoring Reports (PMRs), and Annual Monitoring Reports (AMRs), linked together with School level Academic Action Plans (AAPs). This process operates in addition to the usual practices regarding the rapid resolution of any identified operational teaching matters so that the student experience is not impacted.

III. CONTENTS

1. Objectives: Provide brief information about programme outcomes.

Objectives of the programme

The BSc (Hons) Digital and Social Media Marketing aims to create a learner-centred success philosophy which will:

1. Provide students with the opportunity to innovate and develop creative solutions for digital marketing challenges.

2. Demonstrate how digital marketing channels have revolutionised business operations. Our degree programme will equip students with the skills and experience that employers demand of modern marketing professionals and they will graduate with experience in digital marketing analytics and strategy, search engine optimisation, social media marketing and digital content creation.

3. Emphasises ethical business and sustainability which will position students to create long-lasting value for your organisation and they will learn the practical skills needed to become a responsible business leader. At Staffordshire Business School students will study the full spectrum of contemporary digital and social media marketing.

4. Provide an approach that focuses on individual skills and will develop student's expertise as an autonomous learner, creative thinker, and problem solver, preparing them for a fast-paced, focused career in digital and social media marketing.

5. Develop student's ability to have a critical awareness of business issues, making them able to articulate this awareness with respect for others, whilst being willing and able to embrace change and focus on their achievements.

6. Foster an academic community which promotes lifelong learning, supported by research infused, practical and problem based informed teaching and learning.

7. Support flexible learning with innovative digital technologies to reflect and anticipate student needs.

8. Provide stimulating and challenging learning opportunities and work-related experiences to enable full simulation and/or utilise students existing or previous experience.

9. Provide an opportunity for full time students to have a real experience through a managed and supported year-long work placement programme or shorter work experience through application of principles, models, and theories within real-life settings.

Learning outcomes/Skills

Programme Outcomes: BSc (Hons) Digital and Social Media Marketing

- Demonstrate a systematic understanding and critical evaluation of key aspects of digital and social media marketing, including how existing and emerging digital marketing concepts inform decision making in the marketing professions response to domestic and global developments.

- Carry out inquiry-based learning, critical analysis and evaluation, and creative strategic thinking to provide opportunities and solutions for success in digital and social media marketing, whilst applying ethical reasoning to issues facing contemporary organisations.

- Justify and apply appropriate and ethical approaches to research and investigation in the pursuit of new business solutions and opportunities in the areas of digital and social media marketing.

- Critically evaluate digital and social media marketing theories applied to decision making and in the judgement of management decisions. Demonstrate creative thinking to analytical decision making in the context of digital and social media marketing.

- Demonstrate a range of approaches to solving complex and interrelated problems relating to digital and social media marketing, displaying judgement of appropriate perspectives and knowledge. Within this process they demonstrate an understanding of ethical issues.

- Communicate complex information, ideas, problems, and solutions, through a variety of media, and display confidence in communication and presentational abilities, including the ability to network and interact.

- Apply, with reasoned judgement, skills, problem-solving techniques, digital and social media marketing knowledge, to organisation problems, complex scenarios, and opportunities, whilst demonstrating capabilities consistent with marketing professionals.

- Demonstrate a high level of competence in personal development, employability and understanding of the roles in a globalised economy, through highly developed skills of personal awareness and critical review, compatible with the digital and social media marketing professions.

Exit qualifications:
- Final Award(s): BSC (Hons)(Hons) Digital and Social Media Marketing
- Intermediate Award(s): Certificate in Higher Education, Diploma in Higher Education

2. Recruitment subjects and recruitment scale.

Recruitment subjects:
- Vietnamese citizens who have graduated from high school or equivalent; or;

- Foreign citizens who have graduated from high school or equivalent.

Recruitment scale
- Year 1: 175 students
- Year 2: 225 students
- Year 3: 275 students
- Year 4: 325 students
- Year 5: 375 students

3. Duration and training programme: Specify training duration, form, and implementation method of the collaborative programme.
- Duration: 3-year training period divided into six semesters. The programme is provided by Staffordshire University with a total of 360 credits
- Form: The training form is full time and on campus.
- Implementation method: Year-based training
    o Year-based training is a method for training organization where all mandatory units of study of the training programme are organized into relatively fixed classes, allowing students of the same class to follow the standard learning plan and a common schedule, except for elective or retaken units of study;

Programme structure

The core modules delivered on this programme are outlined in the table(s) below.

Certificate in HE / Level 4			
Core Modules			
Module Code	Module Title	Credit Value	Pre-requisites
MKTG40334	Marketing in The Business Environment	20	
MKTG40327	Digital Marketing Techniques	20	
DSMM40001	Digital Content Creation	20	
DSMM40002	Social Media Strategy	20	
DSMM40003	Advertising and Marketing Communications	20	

Module Code	Module Title	Credit Value	Pre-requisites
MKTG40335	Monitoring and Measuring in Digital Environments	20	
Intermediate Award:	Certificate in HE		

Diploma in HE / Level 5			
Core Modules			
Module Code	Module Title	Credit Value	Pre-requisites
DSMM50001	Digital Marketing Strategy	20	
DSMM50002	Data Analysis and Visualisation	20	
DSMM50007	Managing Global Digital Brand Responsibility	20	
DSMM50006	Consumer and organisational Behaviour	20	
DSMM50005	Digital Customer Experience	20	
BMAS50004	Sustainable Business Development	20	
Intermediate Award:	Diploma in HE		

B.A.(Hons) / Level 6			
Core Modules			
Module Code	Module Title	Credit Value	Pre-requisites
MKTG60356	Corporate Reputation and Ethics	20	
MKTG60355	Strategic Marketing Management	20	
MKTG60354	Marketing Research	20	
BUSM60011	Consultancy Project	40	
BUSM60014	Innovative Change Management	20	
Final Award:	BSc (Hons) Digital and Social Media Marketing		

4. Recruitment conditions

Recruitment conditions:

- Vietnamese citizens: Meet English grade of IELTS 6.0 (no skill below 5.5) or the entry requirements of the Collaboration Programme.
- Foreign citizens: meet English grade of IELTS 6.0 (no skill below 5.5) or the entry requirements of the Collaboration Programme and the regulations on foreigners studying in Vietnam issued by the Ministry of Education and Training.

The Admissions Office will be in charge of checking and collecting all the applications to ensure that all the entry requirements laid down by Staffordshire University are seen to be met and are closely adhered to.

After that, all the applications will be sent to Staffordshire University for registration. Once all the applications are proved to be true and correct, Staffordshire University will cooperate with British University Vietnam in carrying out other necessary procedures.

Students will be given an official Offer Letter (either Conditional or Unconditional). If the student decides to attend the course, he or she must sign the Acceptance Letter and return it to the Admissions Office of British University Vietnam.

5. Teaching language: English

6. Degree Certificate to be issued: Bachelor of Science (Hons) in Digital and Social Media Marketing issued by Staffordshire University.

7. Activities involved in the collaborative programme: Lecturing, examination, test, graduation, coordination in lecturing between Vietnamese lecturers and foreign lecturers, etc.

Learning and Teaching

Recognising the diverse skills and styles of our students' community places an emphasis on ensuring that a range of learning environments and media are available and enabling students to engage in learning in a variety of ways. The emphasis on practice-based learning in a professional environment creates the need for additional learning environments such as taking responsibility for hosting student's own events and learning by doing to supplement the more traditional approaches of lectures, guest speakers, tutorials, workshops, seminars and VLE to complement and enhance traditional, face-to-face learning experience. Knowledge and skills will be developed through case-studies, role-plays,

simulations, presentations, projects (work-based and academic), reflective portfolios and the extended use of technology supported activities.

The curriculum will develop and evolve so that knowledge and skills learned in modules will be transferred, re-applied and developed in related modules at higher levels. Students will be guided through student's studies through a teaching support network of module tutors, personal tutors, award leaders and supporting academic and managers, and dedicated and involved support and pastoral staff. Learning and teaching will be an enriching experience for students that reflects the value the school places on effective, innovative and research informed teaching. Learning and teaching will foster student's critical intellectual development and the business capabilities required to engage in contemporary organisations.

In student's learning situations students will be acting in partnership with module deliverers and facilitators who, through a programme of study designed to develop an evolving body of knowledge and portfolio of skills will be:

- Encouraging active learning and a confidence to learn
- Making explicit the skills to be developed through the curriculum
- Stimulating intellectual curiosity and excitement in learning through engagement with up to-date and contemporary, well researched subjects.
- Encouraging critical reasoning about the world of business to achieve well informed judgements and conclusions
- Challenging and shaping new learning experiences and opportunities through application of research informed pedagogy

And students will be:

- Engaging with complex, challenging problems and real-world issues
- Proactively using available resources, technical, digital, and paper-based to address problems, construct solutions and identify new topics for research
- Engaging in constructive reflection on learning and new ideas
- Communicating and sharing with others in effective teams and collaborative activities, demonstrating a sense of community through active involvement with individuals and groups from differing backgrounds, communities, and value systems

Practice Based Learning

Practice Based Learning is based on students experiencing the learning curve through applying student's knowledge by running and hosting events in conjunction with a range of stakeholders.

Teaching and Learning Methods

Students will experience a variety of teaching and learning methods which incorporate both formal types of teaching and independent learning.

Examples of the types of learning experiences that students will encounter on the Events awards include:

- Lectures
- Tutorials and seminars
- Group tasks
- Students-led and tutor-led independent exercises
- Workshops
- Examinations
- Assignments
- Case based assignments
- Presentations
- Investigations
- Literature review

The start of each module students will be given a Module handbook. This should contain further details about the specific teaching and learning methods employed advice on how to manage student's own learning and how students will be assessed. Each module has a specified module leader all module-related enquiries should be directed to the module leader in the first instance.

Assessment

Aside from a few exceptions, each full course is examined by one three-hour unseen written examination and each half course by one two-hour unseen written examination. The assessment of some courses also involves the submission of coursework or a project – in these cases, details are included as part of the course syllabus.

The written examinations take place on one occasion each year, normally commencing in May. These are held at established examination centres worldwide.

Assessment types

Written examinations form the greater part of the assessment of the programmes. For each course students will be assessed mainly by written examination. Questions are structured to allow students to demonstrate that they have acquired appropriate knowledge and understanding. The way that students manage data, solve problems, evaluate ideas and the organisational skills they use to structure their written answers allows the standard of intellectual and transferable skills to be assessed.

Assessment criteria for the programme take into account the level at which these skills have been achieved.

8. Sample graduation certificate (if any) to be conferred, similarity/equality between foreign qualifications and domestic ones issued by other educational institutions in the Vietnam's national education system and capability of collaborative programme graduate's taking higher-level training programmes.

Students fully meeting the graduation requirements will be awarded with Bachelor of Science (Hons) in Digital and Social Media Marketing issued by Staffordshire University.

The degree is equivalent with Level 6 in the Vietnamese Qualifications Framework, regulated in Decision 1982/QD-TTg dated 18 October 2016.

This degree will be accompanied by a transcript.

Frame

NAME OF STUDENT

has been awarded

**Bachelor of Science with Honours
First Class**

having followed an approved programme of study in

Games Art

07 September 2022

Lord Stafford
Chancellor

Professor Martin Jones
Vice-Chancellor

Note: This certificate to be used in conjunction with a transcript issued separately and relates to Student Reference 19029945 Date of Birth 05 December 2001 0000064909

9. Implementation plan/roadmap.

The programme will cover 360 credits, which once acquired, will enable the students to be eligible for graduation and awarded the same Staffordshire University degree as students who have studied at Staffordshire University in the UK.

* Frame Principles for Opening Collaborative programme – Digital and Social Media Marketing with Staffordshire University

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The programme is implemented following the new adoption of an academic calendar model, known as the Two Plus One (2+1) Model, to enhance the learning experience for students. This model consists of two main semesters and one summer semester, each with a specific structure and duration.

Semester Structure:

Each 15-week semester includes the following:

- 1 week of Orientation or Re-orientation at the start of each semester: This week is dedicated to welcoming new students, providing an overview of the semester, and ensuring that students have the necessary resources and support.

- 12 weeks of Teaching: The majority of the semester is dedicated to teaching and learning. Courses are scheduled to allow sufficient time for students to complete coursework, participate in discussions, and prepare for assessments.

- 2 weeks of Marking and Moderation: At the end of each semester, a two-week period is allocated for marking and moderation of assessments. This ensures that grades are finalized and submitted on time, without overflowing into the following semester.

Benefits of the New Calendar Model:

The 2+1 academic calendar model offers several advantages:

- Improved Alignment with Partner Universities: The new calendar model aligns with the academic calendars of partner universities in the UK, facilitating student exchanges and transfers. This enhances opportunities for international collaboration and provides a seamless transition for students seeking further education abroad.

- Reduced Stress and Workload: By eliminating the overrun of marking and moderation into the following semester, the new model reduces stress and workload for teachers and administration staff. This allows for a more manageable and balanced academic schedule.

- Continuous Learning: The new model eliminates the start/stop process of learning experienced in the current semester structure. Students can now engage in continuous learning throughout the academic year, fostering a deeper understanding of the subject matter.

Implementation Timeline:

The new academic calendar model will be implemented from Autumn Semester 2024. Whereas teaching block 1 and 2 of each year shall be implemented consecutively in two main semesters, after which, students will have a PSG semester for internship and PSG programmes. Specifically for F&E

programme and other BUW own programmes, students shall have their Vietnamese modules (National Defense, Physical Education and 05 compulsory political theory models) arranged within the PSG semester.

Communication and Training:

A comprehensive communication and training plan will be developed to inform students, faculty, and staff about the new academic calendar model. This will include town hall meetings, workshops, and online resources to ensure a smooth transition to the new model.

Evaluation and Feedback:

The implementation of the new academic calendar model will be closely monitored and evaluated. Feedback from students, faculty, and staff will be gathered regularly to assess the effectiveness of the model and make necessary adjustments.

10. **Facilities and equipment necessary for the collaborative programme and teaching location/venue.**

Facilities and equipment

Infrastructure and facilities: The area of Campus in Ecopark is 6,5ha. The timeline for construction of the new Campus consists of 3 phases: Phase 1- 2,84ha and Phase 2 and 3 – 3,66ha. Phase 1 was completed and the current facilities in Ecopark Campus includes:

Order	Category	Number	Total area (m2)
1	Library	01	1.230,1
2	Classrooms	23	1.947,5
3	Lecture hall	02	851,4
4	Teacher office	02	258,5
5	Research area	06	490,4
6	Sport area	03	654,7
7	Canteen	02	4,096
8	Others		4.887,8
Total			14.416,4

The library building is designed in a contemporary style, which includes Library area, 24-hour study area, specialised discussion rooms for students and computer access.

Classrooms: 23 classrooms with open design and flexible to serve various needs. These rooms can accommodate 30-45 students and are fully equipped with modern teaching auxiliaries, projectors, LCD screens, high-quality audio system, air conditioning, and a standard light system.

02 large lecture halls: with an average area of 425 m2 accommodating 250 students per lecture hall, 6m high, equipped with smart board, projector, LCD screen, high quality sound system, air conditioning, system Standard lighting system. In addition, large lecture halls also have an online system that allows students to sit anywhere in or outside the Ecopark Campus to participate in interactive lectures through online tools.

The construction of the BUV campus Phase 2 at Ecopark started in August 2022, with an investment of 33 million USD, and is expected to be completed in early 2025.

Specifically, BUV invested in building a new canteen with a total floor area of 4,096m2, a sports complex including basketball and badminton courts, and a new academic building. The indoor and outdoor spaces are arranged in harmony in an open, green landscape. The iconic minimalist and liberal architectural style indicative of 4IR reflects the educational approach at BUV.

All of the spaces at BUV are designed for Higher education level students. Our Learning Studio, Learning Cluster, X-space, Theater Pod & Halls were designed for the delivery of lectures. BUV also has functional classrooms that customised for the delivery of our specific higher education programmes. This includes, for example, Art Studio & Photo Studio; Learning kitchen, Restaurant, Front Office & Housekeeping; Digital Lab, Computer Games Design Lab & Cyber Security Lab, Motion Capture Studio.

Outside of standard & functional classrooms, BUV also provides a wide range of discussion & break-out rooms with various capacities that students can use for group work or individual study. There is also a 24/7 Study Area that serves as a Quiet Study Area during LRC operational hours.

Order	Category	Number	Total Area (m²)	Module	Usage Schedule (Semester, Academic year)	Remarks
1	Lecture Halls, classrooms, discussion rooms multimedia rooms, multi-purposes rooms, faculty rooms	45	2651			
1.1	Learning Theatres, Halls, Classrooms with over 200 pax	1	464			
1.2	Classrooms with 100-200 pax	1	370			
1.3	Classrooms with 50-100 pax	1	84			
1.4	Classroom with less than 50 pax	19	966			
1.5	Multipurpose Rooms	6	608			
1.6	Discussion Rooms	15	159			
1.7	Faculty Rooms	2	258,5			
2	Libraries/Learning Resources Centres	1	1230,1			
3	Research centre, laboratories, practical rooms	12	1121			

Research centres, laboratories, and practice facilities

List of Equipment	Module		

Order	Name of Equipment, Product Code, Usage Purposes	Country of Origin, Model Year	Number	Unit		Time of use	No. of user/unit
Computer Lab 1-4					All modules	All academic year	
1	PC Computer (Gigabyte Workstation W281-G40)	China/ 2021	31	pcs			1
2	Monitor Gigabyte 27-inch Gaming monitor	China/ 2021	62	pcs			1
3	Wacom tablet						1
Digital Lab 2-4							
4	Apple iMac 27 inch	2019	16	pcs			1
5	Color printer Epson SC-P807	2019	1	pcs			1
6	Scanner Epson Perfection V600	2019	6	pcs			1
LRC Computer Lab							
7	PC Computer (HP Elitedesk 800 G3)	2018	24	pcs			1
8	Monitor HP Z24i G2	2018	24	pcs			1

11. **Lecturers participating in the collaborative programme (List of lecturers with brief information, academic résumés, and other evidence of conformance to professional qualification and foreign language competency requirements which are attached as appendices).**

No. (1)	Full name,	Passport numbe	Academic title,	Academic qualifica	Major (Highest qualif-	(Full time contract with BUV)	Insurance numbe	Academic	Public research	Signature

	DOB (2)	r/ID Card (3)	Awarding year (4)	tions, Awarding country, Awarding year (5)	ication) (6)	Recruitment		r (9)	experiences (10)			(13)
						Recruitment date (7)	Labour contract (8)			MOET (11)	Institution (12)	
1	Michael George Perkins	536578 269	Dr, 2013	Dr., UK, 2013	Management	03/09/2013	x	0128175566	10	0	10	
2	Adrian Wee Tiong Weng, 27/04/1968	A54886 757	Dr, 2016	Dr., Australia, 2016	Business Management	01/04/2020	x	7937473045	24	0	5	
3	Jyotsna Ghildiyal Bijalwan, 18/11/1983	Z363699 0	Dr, 2013	Dr., India, 2013	Management/ Business Management	13/05/2022	x	0132059096	15	0	8	
4	Kumarashvari Subramaniam	A57902 179	Dr., 2020	Dr., Malaysia, 2020	Management	2023	x	x	16	0	x	
5	Tingting Xie	H21013 5888	Dr., 2014	Dr., Hongkong, 2014	Marketing	2023	x	x	11	0	x	
6	Vivi Maltezou	AT0982 913	Dr., 2011	Dr., UK, 2011	Management	2023	x	x	11	2	x	

7	Francesco Meca, 22/03/1980	YB9159516	Master, 2015	Master, Italy, 2015	Business Administration/ Project and Information Management	03/06/2019	x	0131608004	6	0	0	
8	Don Hickerson, 17/08/1968	AC785827	Master, 2013	Master, Canada, 2013	Sociology	01/09/2020	x	#N/A	10	0	0	
9	Jamie Lee McGaughran, 28/02/1973	567877876	Master, 2015	Master, Columbia, Missouri, 2015	Strategic Leadership & Communication	01/11/2022	x	0132036478	7	0	0	

12. Textbooks, reference materials, libraries, and other amenities, etc.

Textbooks

Due to the changing nature of the Marketing industry, the textbooks used in senior years will be informed of by the latest trends and examination requirements of the professional bodies.

Module	Name of textbooks	ISBN	Publisher	Year	Author
Marketing in Business Environment	Principles of marketing. 18th global edition.	9781292341132	Harlow, Pearson	2020	Kotler, P. Armstrong, G
Digital Marketing Techniques	Starting an Online Business All-in-One for Dummies.	1119648467	United Kingdom: Wiley	2020	Elad, J., Belew, S
Digital Content Creation		9780655446774	5STARCooks	2022	Gerardus Blokdyk

	Digital Content Creation: A Complete Guide.				
Social Media Strategy	Manual of Digital Earth.	9789813299153	Springer, Singapore.	2020	Huadong Guo, Michael F. Goodchild, Alessandro Annoni
Advertising and Marketing Communications	Advertising: An Integrated Marketing Communications Perspective. 4th edition.	9781760422998	New York: McGraw-Hill	2020	George E. Belch, Michael A. Belch, Gayle Kerr, Irene Powell, and David Waller
Monitoring and Measuring in Digital Environment	Digital Marketing, Strategic Planning, and Integration	1526426668	London SAGE	2019	Hanlon, A.
Digital Marketing Strategy	Direct, Digital & Data-Driven Marketing. 5th edition	9781529708189	Christopher Newport University, USA	2020	Lisa Spiller
Data Analysis and Visualisation	Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World. 2nd Edition.	9780789759603	Indianapolis, QUE	2018	Hemann, C., Burbary, K
Managing Global Digital Brand Responsibility	Strategic Brand Management: Building Measuring and Managing Brand Equity, 5th Ed., Global Edition	9781292314969	Pearson	2020	Kevin Lane Keller, Vanitha Swaminathan

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Consumer and Organisational Behaviour	Consumer Behaviour. 3rd Edition.	9780198862567	Oxford University Press: United Kingdom	2022	Szmigin, I., Piacentini, M.
Sustainable Business Development	Managing Sustainable Innovation	9780367210311	Routledge	2020	Ratten, V Ramirez-Pasillas, M., Lundgerg, H.
Digital Customer Experience	Digital marketing excellence: planning, optimizing and integrating online marketing. 6th edition.	9780367444754	Abingdon, Routledge	2023	Chaffey, D., Smith, P.R.
Corporate Reputations and Ethics	The Sage Handbook of Marketing Ethics	9781529709292	SAGE, London	2020	Dahl, S., De Pelsmacker, P., Taylor, C. & Eagle, L.
Strategic Marketing Management	Digital marketing: strategy, implementation, and practice	9780273746102	Harlow, Pearson	2022	Chaffey, D., EllisChadwick, F.
Marketing Research	Marketing Research: Applied Insight. 6th Edition.	9781292308722	Pearson	2020	Nunan, D., David F Birks, Naresh K Malhotra
Innovative Change Management	Making Sense of Change Management. 5th Edition.	9780749496975	London: Kogan Page	2019	Cameron, E., Green, M.
Consultancy Project	The Work Based Learning Student Handbook	9781352011548	Macmillan Education, London	2021	Helyer, R., Wall, T., Minton, A. & Lund, A.

Libraries

BUV recognises the important role of literacy in all walks of modern professional life, including technical, creative, and critical thinking. Therefore, alongside providing adequate access to technology to complete assignments, BUV works closely with industry partners to ensure that students have valuable experience in the hardware and software typically used in their industries, and to anticipate future needs. BUV understands the value of rich content in student engagement and the value of on demand learning that gives students access to specialised information beyond the core deliverables of a semester.

BUV understands that technology is not just defined by digital, or even electronic technology. BUV will invest in specialised spaces and teaching facilities geared to its portfolio of courses and activities.

Alongside a well-resourced physical library and breakout workspace (designated in the Learning Resource Centre), BUV provides students and lecturers access to Kortext, a specialist digital platform delivering over 2 million digital textbooks and other learning content to universities. Additionally, a tablet is provided to each student upon entry to the University allowing them to access digital textbooks with ease anywhere, at any time.

BUV provides open access to 24 PCs and 13 iMacs for students in the LRC's Lab & shared space. To ensure that students could easily access all digital learning resources, all students entering degree programmes from April 2019 were issued Apple iPads.

Students can loan 1494 titles of print books from LRC with a maximum of 5 books each time for 14 days in total. LRC users have access to a range of digital databases and online resources including e-books, journals, articles, case studies, and reports, which are available 24 hours, 7 days/a week on and off campus.

During operation hours between 8.30 am and 6.30 pm from Monday to Friday, there are 13 discussion rooms with a capacity of 4-6 people/room & 26 classrooms with a capacity of 30 people/rooms available for students to book. Students can book rooms with the Student Information Office 1 day in advance at the earliest. Each student can use rooms for at most 1 hour per booking & at most 2 hours per week.

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The LRC opens from 8.00 to 18:30 from Monday to Friday; and from 9.00 to 16.00 on Saturday during the teaching & non-teaching period. The LRC also includes a 24-Hour Study Room. This facility is open 24 hours per day, 7 days per week.

Outside operation hours of between 8.30 am and 6.30 pm from Monday to Friday, BUV provides a range of Out-of-hours campus access facilities including the 24/7 Study Area, 6 normal classrooms & 8 functional classrooms for students to book. Students can request Out-of-hours campus access to 24/7 Study Area and classrooms with Student Information Office by 4 pm from Monday to Friday.

Online libraries

Title	Type	Quantity
ACM Digital Library	Article	117500
Arts & Humanities Database	Journal	7818
	eBooks	21515
	Newspaper	2176
BMJ Journals Online	Journal	70
Ebook Central (formerly known as ebrary)	eBooks	100000
eBooks on EBSCOhost	eBooks	2400000
Emerald Management ejournal collection	Journal	100
Internurse.com (off-campus access	Article	700
JSTOR	Article	1150
Newspapers - Global Newsstream	Newspaper	2800
Performing Arts Database	Journal	100
RCN Journals (Royal College of Nursing)	Journal	11
ScienceDirect - Elsevier	Journal	4603
	eBooks	32662
Scopus	Journal	2960
	eBooks	48300
VLeBooks	eBooks	7667
Wiley Online Library	eBooks	20000
	Journal	1600
TOTAL	**eBooks**	**2630144**
	Journal	**141588**

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Academic databases in use

No.	Titles	Publisher	Description
1	Academic Search Ultimate	EBSCO	**Academic Search Ultimate** offers students an unprecedented collection of **peer-reviewed, full-text journals, including many journals indexed** in leading citation indexes to meet the increasing demands of scholarly research.
2	ProQuest ABI/Inform Global	ProQuest	**The database** features thousands of **full-text journals, dissertations, working papers, key business, and economics periodicals** such as the Economist, country- and industry-focused reports, and downloadable data. Its international coverage gives researchers a complete picture of companies and business trends around the world.
3	Euromonitor	Euromonitor	**This online market research tool** monitors industry trends and gives you **strategic analysis and market size and market share database** for all your products across all key countries.
4	Emerald Market Case Studies Collection 2022	Emerald	**Emerald Market Case Studies Front List Collection 2022** offers over **600 cases** to encourage entrepreneurial thinking and critical exploration. Each case is accompanied by **complimentary teaching notes** that have been compiled by teaching faculty at some of the world's best business schools.
5	Emerald eBooks Business, Management & Economics & Social Sciences collection	Emerald	**Emerald eBooks Business, Management & Economics Collection** offers over **1,600 eBook titles (1991-2022)** broken into 7 subject collections, highlighted below. As well as via the individual collections content from the portfolio can be accessed in full on a rental basis: Accounting, **Finance & Economics; Business, Management & Strategy; Marketing; HR & Organization Studies; Public Policy & Environmental Management; Library & Information Sciences; Tourism & Hospitality Management.**
Emerald eBooks Social Sciences collection offers over **1,000 eBook titles (1999-2022)** broken into two subject collections, **Education & Sociology.**				

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6	PressReader Annual Subscription	Emerald	**Multidisciplinary e-Journal suite**, including more than **7,000 articles from magazines** such as The Washington Post, The Guardian, and The Globe and Mail, to Forbes, Vogue, Bloomberg Businessweek, Elle, and GQ.

Online learning system

There is a strong focus at BUV on the use of digital tools to help prepare students for future 4IR modes of work, and this supports strategic objective 4: 'Deliver cutting-edge British pedagogical models, teaching methods and education technologies. BUV has invested heavily in digital learning resources and this investment has enabled BUV to continue to deliver its high-quality programmes despite the challenges Covid-19 has presented.

From an academic perspective, BUV was well equipped to pivot to online and hybrid learning strategies during the Covid-19 pandemic. In April 2019, BUV introduced the digital textbook system of Kortext to increase the speed in accessing textbooks as well as ensuring the most up to date editions were accessible by students. Prior to this, if module leaders wished to adjust a textbook for a module, this would have to be done three months prior to the commencement of the module due to checks required by government ministries on physical learning materials imported into the country. With a digital textbook system in place, this meant that there was an increased amount of flexibility to choose the most appropriate learning resources for the module.

In the October 2019 semester, BUV introduced the Canvas Learning Management System (LMS) from Instructure, which is used as the core BUV digital learning environment. Through Canvas, students can access learning resources for modules, access documentation and training relevant to their programme of study, access and complete formative and summative assessments (including proctored online exams) and connect to BUV's online teaching platform of BigBlueButton. To ensure that students could easily access all digital learning resources, all students entering degree programmes from April 2019 were issued with Apple iPads. These investments have enabled BUV to continue to deliver its programmes uninterrupted throughout the pandemic, as well as supporting our communications with our students.

Although BUV have always made learning resources available to students online, this was previously done through a relatively basic file management system of Google Drive. To support our strategic objective 4 as discussed above, we introduced the Canvas Learning Management System (LMS) in

October 2019. Through this system, students can access learning resources for modules, access documentation and training relevant to their programme of study (and other training provided by the Learning Resources team), access and complete formative and summative assessments, and connect to BUV's online teaching platform of BigBlueButton. As we continue to add functionality to the LMS (for example, with the introduction of the Proctorio online proctoring system for exams) training and support is provided by the LMS team to students and faculty on an ongoing basis, so that all members of the University are both aware of and can utilise the full range of functionality of the LMS. The LMS team also monitors the content provided on Canvas and supports faculty where technical errors have been made in the system's use.

Improving the use of digital tools by faculty is an academic priority, and faculty members must demonstrate a broad use of these tools in their teaching. BUV have recruited an LMS Curriculum Designer to support faculty with the development of new learning materials, so that we can continue to expand our capacity in this area. This position will work closely with the LMS team and the academic leadership team to ensure that all material available is modern, up-to-date, and relevant for each module.

Students studying with collaborative academic partners have access to the online journal, database, and textbook resources of the relevant partner. Over the last two years, BUV have begun investing in access to our own digital databases and online resources that go beyond what is available through our collaborative academic partners, and specifically support students on our own-degree programmes. Academic Databases Summary shows the databases currently in use at BUV, as well as previous databases that have been trialed. It also shows the feedback mechanisms used with faculty and students so that we can make investments in the databases they find helpful.

Following the introduction of the Canvas LMS (discussed in paragraph 33), BUV were then equipped to use online learning where required and appropriate. This was used in occasional circumstances where faculty or guest speakers were unable to be physically present on campus but was not a primary mode of delivery.

These investments have enabled BUV to continue to deliver its programmes uninterrupted throughout the pandemic, as well as supporting our communications with our students.

IV. FINANCE

The tuition fee for each student attending the programme, on average, is approximately VND 687,780,000 excluding other fees.

Before or at the time of enrolment, students are obliged to make full payment of tuition fees and other related charges as specified. The tuition fees will be specified by British University Vietnam and subject to notification before the time of enrolment each year and will be published on its website. The tuition fee, if subject to change, will be informed to all students as soon as possible and at least one month before the application deadline.

Detail information of tuition fee is published on BUV website: https://www.buv.edu.vn/tuition-fee/
Tuition fee policy of BUV can be found in Annex 2.

V. MEASURES FOR ASSURANCE OF QUALITY AND RISK MANAGEMENT
1. Quality assurance measures.
SU quality assurance measures
Staffordshire University is a higher education corporation under the provisions of the Education Reform Act 1988. In exercise of the powers conferred upon it by section 125 of this Act the Board of Governors has made Articles of Government in accordance with which the University shall be conducted. These Articles together with an Instrument of Government in regard to the operation of the Board were approved by the Board of Governors at its meeting held on 24 June 1992 and by the Privy Council on 5 March 1993. Its main campuses are based in the city of Stoke-on-Trent, Stafford, and London.

The University has a Board of Governors made up of 15 members. Its responsibilities are set out in the Instrument of Government. In summary, the Board is responsible for overseeing the strategic development of the University and for the effective and efficient use of resources.

General issues relating to research, scholarship, teaching, and courses at the University, including criteria for the admission of students, are the responsibility of the Academic Board. It acts in an advisory capacity on such academic matters that may be referred to, or by, the Board of Governors.

All Staffordshire University courses must meet appropriate academic standards, provide current and coherent curricula, and offer a high-quality student learning experience. In order to achieve this all-new courses, whether to be delivered on-campus or at a collaborative partner, are subject to the University's

course approval policy and procedure. The course approval process encompasses strategic and quality approval of courses.

2. Measures for risk management, assurance of student's rights and interests in case of early termination of the collaborative programme.

Given any dispute between the two universities in the course of cooperation, the President of British University Vietnam and the Vice-Chancellor of Staffordshire University will, to the best of each party's capacity, endeavour to resolve the problems through discussions and meeting at university senior management levels. This is further outlined in the attached contract.

Given one party's desire to terminate the collaboration, the other is entitled to be notified one year in advance. Meanwhile, the two parties are committed to enabling all current students to complete their degree programme.

British University Vietnam is responsible for ensuring the safety and academic quality for students attending the University to enable them to achieve a bachelor's degree of the highest standard possible in order to meet the employment and development needs of Vietnam in an international context and for the sake of students.

VI. MECHANISM FOR MANAGEMENT OF COLLABORATIVE PROGRAMME
1. Organizational structure of management (enclosing their personal résumés in Appendices).
British University Vietnam:

Chris Jeffery	Chief Academic Officer
Jason MacVaugh	Dean (Higher Education)
Tony Summers	University Registrar
Tran Duc Trung	Deputy University Registrar
Hoang Phuong Yen	Course Office Manager

Staffordshire University:

Steve Waterworth	Head of International Partnerships
Marta Vizcaya Echano	Collaborative Academic Partnerships Quality Manager
Georgina Bowers	Quality Officer and Event Officer
Tracey Burrows	Senior Partnerships Officer

Alison Scattergood   Registry Business Partner (International)

2. Rights and responsibilities of participating parties.

British University Vietnam will be fully responsible for any financial matters in accordance with Vietnamese law referring to the collaboration programme with Staffordshire University.

In addition, British University Vietnam will be fully responsible for all the costs regarding programme transfer, staff development and quality assurance assessments. All the payment will be made in GBP and should be transferred to the bank account of Staffordshire University within 30 days of receiving payment requests.

For detailed responsibilities of the parties on the collaborative programme, please see the Collaboration Agreement.

3. Rights and responsibilities of lecturers, students and other related parties.

For detailed responsibilities and rights of the lecturers, students and other parties on the collaborative programme, please see the Collaboration Agreement.

BRITISH UNIVERSITY VIETNAM

Deputy Vice Chancellor and Vice President

Professor Rick Bennett

* Frame Principles for Opening Collaborative programme – Digital and Social Media Marketing with Staffordshire University

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